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14. ABSTRACT <p>Purpose: To explore the experiences of Army Nurse Corps (ANC) officers who were assigned as faculty at the University of Maryland Baltimore, School of Nursing (UMBSON), as well as explore the experiences of students being taught by ANC faculty. A secondary purpose was to identify factors that influence an undergraduate student's decision-making process about pursuing a military career. Design: This study used a mixed methods approach. In phase one, qualitative interviews were conducted with ANC faculty utilizing a phenomenological approach. In phase two, the Career Decision Making Inventory was administered to students and students were recruited for qualitative interviews which explored their experiences with ANC faculty.</p> <p>Methods: Data were collected using open-ended questions in interviews lasting 45 to 60 minutes. A career decision-making questionnaire was administered to students. Sample: There were six ANC faculty and 14 students interviewed. There were 251 usable surveys returned. Analysis: Qualitative data were analyzed using Colaizzi's method and quantitative data were analyzed using SPSS software. Descriptive, bivariate, and t-tests were used in the analysis. Findings: The Army nurses' (n=6) experiences had three themes: transitioning from an Army environment to an academic environment; transforming faculty attitudes about the military; and realizing great personal rewards. The student interviews (n=14) yielded six themes: strict, structured and disciplined; the context of military life; a higher calling; understanding the military uniform; performing as competent instructors; and the person behind the uniform. A response rate of 73% resulted in a sample of 251 students. The findings indicated that exposure to ANC faculty did influence students perceptions of nursing in general and of military nursing. Implications for Military Nursing: This has been an extremely successful partnership between the ANC and the UMDSON. The most significant implication for military nursing is that exposure to ANC nurses had a positive impact on students and provided ANC faculty with significant learning experiences to utilize in the Army.</p>					
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Abstract

Purpose: To explore the experiences of Army Nurse Corps (ANC) officers who were assigned as faculty at the University of Maryland Baltimore, School of Nursing (UMBSON), as well as explore the experiences of students being taught by ANC faculty. A secondary purpose was to identify factors that influence an undergraduate student's decision-making process about pursuing a military career.

Design: This study used a mixed methods approach. In phase one, qualitative interviews were conducted with ANC faculty utilizing a phenomenological approach. In phase two, the Career Decision Making Inventory was administered to students and students were recruited for qualitative interviews which explored their experiences with ANC faculty.

Methods: Data were collected using open-ended questions in interviews lasting 45 to 60 minutes. A career decision-making questionnaire was administered to students.

Sample: There were six ANC faculty and 14 students interviewed. There were 251 usable surveys returned.

Analysis: Qualitative data were analyzed using Colaizzi's method and quantitative data were analyzed using SPSS software. Descriptive, bivariate, and t-tests were used in the analysis.

Findings: The Army nurses' (n=6) experiences had three themes: transitioning from an Army environment to an academic environment; transforming faculty attitudes about the military; and realizing great personal rewards. The student interviews (n=14) yielded six themes: strict, structured and disciplined; the context of military life; a higher calling; understanding the military uniform; performing as competent instructors; and the person behind the uniform. A response rate of 73% resulted in a sample of 251 students. The findings indicated that exposure to ANC faculty did influence students perceptions of nursing in general and of military nursing.

Implications for Military Nursing: This has been an extremely successful partnership between the ANC and the UMDSON. The most significant implication for military nursing is that exposure to ANC nurses had a positive impact on students and provided ANC faculty with significant learning experiences to utilize in the Army.

TSNRP Research Priorities that Study or Project Addresses**Primary Priority**

Force Health Protection:	<input type="checkbox"/> Fit and ready force <input type="checkbox"/> Deploy with and care for the warrior <input type="checkbox"/> Care for all entrusted to our care
Nursing Competencies and Practice:	<input type="checkbox"/> Patient outcomes <input type="checkbox"/> Quality and safety <input type="checkbox"/> Translate research into practice/evidence-based practice <input type="checkbox"/> Clinical excellence <input type="checkbox"/> Knowledge management <input type="checkbox"/> Education and training
Leadership, Ethics, and Mentoring:	<input type="checkbox"/> Health policy <input checked="" type="checkbox"/> Recruitment and retention <input type="checkbox"/> Preparing tomorrow's leaders <input type="checkbox"/> Care of the caregiver
Other:	<input type="checkbox"/>

Progress Towards Achievement of Specific Aims of the Study or Project

Findings related to each specific aim, research or study questions, and/or hypothesis:

The aims of the study were to:

1. To describe the experience of ANC officers serving as faculty at UMBSON.
2. To describe the experience of the students who interacted with the ANC officers.
3. To identify factors that influence an undergraduate nursing student's career decision making process.

Aim #1 – Three themes were identified in the analysis of ANC officers interviews.

The experiences of the six Army nurses serving as faculty at UMDSON reflect ideas related to the differences between working in an academic environment as compared to an Army environment, how civilian faculty attitudes about the military were transformed, and the rewards experienced by the ANC officers in this military-civilian partnership.

Theme One: Transitioning from an Army Environment to Academic Environment

Military nurses are accustomed to moving from place to place. In this situation, the transition occurred with little warning. Moreover, these nurses were not moving from one Army work setting to another. Rather, they quickly shifted from an Army work environment in which they knew the cultural norms, values, and expectations to an academic work environment which in many respects represented a completely new culture.

For example, in the military, work hours are prescribed hours for all personnel. At the University, the ANC officers determined their work hours and how their days would be structured. Unlike their work life in the military, the ANC faculty were permitted to work at home to accomplish projects. In the academic environment, the ANC faculty had increased autonomy, flexibility in their daily schedule and expanded professional opportunities.

The Army nurses all commented on the excellent formal orientation they received to the UMDSON. This created an environment of where the Army nurses felt welcomed. In fact, they noted their reception exceeded anything they had experienced in their various military moves. One Army officer stated "I have not gone anywhere in the military where I got the kind of reception that I got here...our phones were all ready activated...they had our names on the doors." The ANC officers believed there was a strong sense of teamwork among the faculty at the UMDSON which contributed to a very positive experience for the Army nurses—one that was described by ANC nurses as "enjoyable, enlightening, rewarding, and filled with professionalism."

While the ANC officers had a warm welcome from the UMDSON faculty and staff, there were some transitional challenges that were encountered. These were the lack of formal preparation to teach at the college level and the requirement that they wear their uniforms in the classrooms and on campus. These Army nurses taught both clinical and leadership topics in various Army programs over the years. Being a faculty member at a university, however, was quite different and something for which they felt ill-prepared once they were on the campus. Some ANC officers stated "I kind of had no idea what I was getting into...there is a learning

curve”; “we do a lot of teaching [in the Army] but it’s different”; and “teaching’s inherent to the senior officer role, but not at this level.” The Army nurses believed the UMDSON faculty generously provided them all the necessary operational items (e.g., books, presentations, audio-visual equipment, etc) but they needed more specific instruction and direction about how to use these materials. For instance, some of the challenging areas were the development of lesson plans, interacting with students at all levels, and teaching a 3-hour course.

The other challenge related to wearing their military uniforms at the University. The uniforms carried an important meaning for the Army faculty and they were proud to wear their uniforms. They were no longer in a setting, however, where the uniform was the dominant attire. Consequently, especially during the early months of the PNEP, the participants found their uniform was a “distraction” to the students and other faculty. In some ways, the uniform identified Army faculty as a different group or “outsiders” which made it challenging initially for the Army faculty to gain acceptance with the faculty and students because “they’re seeing the uniform wondering, has he gone to Iraq, where does he live, has he shot anyone, has anyone died in his arms...” The Army faculty responded to these concerns by taking a proactive stance at the start of each semester when they had a new group of students. They explained their role in the military, taught the students about the military way of life, described their uniform—the various insignias and the different ranks—at the start of a semester, and talked about why they were at the UMDSON. The ANC officers believed that this approach relieved everyone’s anxiety about the military uniform.

Theme Two: Army Officers Transforming Faculty Attitudes about the Military

The Army nurses experienced the opportunity to alter UMDSON faculty views on the military and military life. Most of the faculty had been involved with students from the various branches of the military, but military personnel had never been a part of the faculty in the SON. When ANC faculty arrived at the SON, they were introduced as the “Army faculty” suggesting an outsider status, a condition that was reinforced by the requirement for the ANC officers to wear their uniforms while on the campus. One Army officer described the faculty as being “very curious about the military,” wanting to know more about them and their role in the military. To satisfy this curiosity, the ANC officers sent electronic messages to the faculty to explain their uniforms including the meaning of the insignias they wore and the differences in rank between the ANC faculty members. One of the ANC officers summed up the experience as: “I think we have influenced and educated faculty here [UMDSON] about what the military is all about...opportunities available to students who may join the military or civilian nurses who work at the VA... [we] are not all in Iraq, we are the healers, not the killers, we are the ones rebuilding the nation.” It is apparent that the ANC officers have clearly left a very positive impression on the faculty at the UMDSON and have influenced their thoughts about military personnel.

Theme Three: Great Personal Rewards from Having a New Experience

The ANC faculty received great personal rewards from this experience. Teaching in a University setting provided Army faculty with a different perspective on education. Army officers described this experience as: “It’s not a cookie cutter type schedule...there is a lot of variety. I like that because it stimulates my mind...my day creates a win, win, win.” Three of the Army officers chose to complete courses toward a post-masters certificate in education while

they were on faculty at the UMDSON. The ANC officers considered the courses to be very rewarding because of the skills they acquired. The Army Nurses applied their skills by developing various courses for the SON and clinical sites. For instance, one of the Army faculty designed a course focusing on the peri-operative setting. This course was well-received by the students, and the ANC officer stated, “two students ended up picking up jobs in the Operating Room.” One of the most rewarding opportunities in academia is for a faculty member to see students succeed.

One of the most significant rewards for the ANC officers was the satisfaction they derived from teaching both undergraduate and graduate students. These officers provided the students with opportunities that had previously not been available to students. For instance, the ANC officers exposed the students to military treatment facilities and provided them with tours of military bases. The ANC officers described their teaching experiences with both undergraduate and graduate students as: “...really magical.” They also talked about the fulfillment they experienced in working with both undergraduate and graduate students...”; “I feel as if I’m helping to mold and fashion them [undergrads] into nurses”; and “...this has given me a gift that I would not have gotten any place else...being able to educate and see the next generation [of nurses] is really, really rewarding.”

Additional Comments:

In addition, there was a surprise reported by several of the ANC officers. The surprise was their lack of knowledge about their “role as a recruiter.” The ANC officers indicated that they had no idea they were supposed to be tracking potential students who had an interest in Army Nursing as a career. There was apparent role confusion here between the ANC expectations and the ANC faculty’s understanding of their role.

Finally, Three ANC faculty indicated that this program may have a “potential backlash” when they return to their roles on active duty. The ANC officers were concerned that their positions at the University were being perceived as a “vacation.” They were not sure how their role as faculty may have an effect on their future careers.

Aim #2 – Experiences of the students who interacted with ANC officers. There were six major themes identified.

Prior to exposure to the ANC faculty, the students had preconceived ideas surrounding the teaching style and behavior of the military faculty. For some, these impressions were shaped by personal past experiences in the military. Others’ ideas were shaped by family members’ experiences in the military, and/or exposure to the military through the media and press. Six major themes were identified in response to describing the experiences of the students who interacted with ANC officers.

Strict, Structured, and Disciplined

Prior to engagement with the ANC officers, the students perceived the Army faculty would be strict, structured, and disciplined and voiced concern as to how this might be translated to the classroom environment. Some expressed that these traits would be beneficial to the learning environment in terms of clear presentation of the material, direct communication, and internal equity in grading. Others voiced concern that the expectations may be too great or tactics used in the military environment would be incorporated into the classroom environment in some

sort of negative way. There was a response range, however, for example from: “I was a little intimidated...to have... military as my faculty...knowing...they go through training, I knew that they were going to be little more by the book...these are the rules and long we can follow them, we can get along.” Or, “I would say [I’d expect them to be] straightforward, very direct...that’s how I would imagine someone in the military.” The mid-range was exemplified by these types of statements: “they’re always going to have their hats on right ...going to be at attention and upright...always going to be proper...always going to be correct and formal.” “I think it’s going to be frustrating and sometimes intimidating” and “They are dictators, very unpleasant” are representative of the extreme comments.

Tang, et al, (2005) describe the best clinical instructor as one who is a role model for students and who is able to establish a relationship of mutual respect. Given that a number of students initially viewed the military faculty as having a “command and control attitude” may have influenced their ability to engage effectively in the learning process. Similarly, Polachek (2006) concluded that one of the most vital roles for faculty is to engage the students with active, meaningful, learning. When a student does not “like an instructor”, it is usually because of the perceived attitude of the instructor, which in turn, may result in poor educational outcomes. It is the instructor’s attitude, rather than the instructor’s “professional ability, that is the critical factor in whether an instructor is effective or ineffective” (Tang, et al, 2005, page 191). Given the extreme preconceived ideology of some of the students, one may conclude that the ANC officers may not be the best suited for this type of educational experience.

The Context of Military Life

Similarly to the students preconceived ideas surrounding military officers as instructors, the students also had predetermined conceptions of military life. While most were not eager to join the military, they recognized many positive benefits of military life. For example, educational opportunities and economic compensation were deemed important, “I think a government job is great, for many reasons.... They pay for school and a military salary.” Job security was another benefit mentioned, “it seems stable, in that you’re...guaranteed to have a job forever” Also, many students recognized the ability to gain an enriched life through the military lifestyle. Related to this one student stated, “International experience...breaking the cultural gap with your nursing knowledge...is one of the best things you can get from the Army.” Another responded, “You could really have some diverse choices. You could go to Europe...Japan...maybe some of the cool places. Helping people in other countries...would be really awesome.”

While the students expressed these positive perceptions of military life, there were also many concerns expressed. These were grouped into three main categories. One related to students’ worries about their personal safety, “You’re also going to deploy overseas to Iraq and Afghanistan.” Quite descriptively and chillingly one student expressed his personal fear this way: “I think about being in a foreign country, away from family and friends, alone and your life is at risk 24 hours, and as long as you are there...in a war environment...you have to...have eyes in a 360 degree...all around you.” Another category of concern had to do with worries about one’s family, “Being away from my family is the number one thing,” Not surprisingly, many students struggled with the notion of external controls. Said one student cloaked this in his lack of “confidence” in a commitment to the military. About this he ruminated, “I really don’t know if I have the confidence that [their] choices...are...best for me as an individual....

meaning, joining the military. I'm giving up...my decision-making...about what I would want to do.... It is not a job where I can say 'I quit.'"

The category that had the strongest response is similar to limited choices, but does not imply a fear of commitment, but rather a concern surrounding the issue of autonomy.

This is evident in this respondent's statement, "There is lots of uncertainty in my opinion in joining the military...you don't have...autonomy...you lose your own decisions, where you go...there are more strict guidelines that you have live by every day." Another put it more bluntly and succinctly: "My biggest fear is being sent someplace that [I] don't want to go."

A Higher Calling

Although many students perceived the military nurses as harsh and intimidating, or at least anticipated they would be that way, their responses again reflected a complex range of conceptualizations of the military nurses' roles, or self-identities. The students' responses were more nuanced than expected because their preconceptions were mitigated by their actual experiences of the nurses. As the students interacted with the ANC faculty, they perceived the Army nurses as professionals with a dedicated purpose. Many seemed able to identify with the military nurses on this level because they perceived dedicating one's life to nursing as similar to dedicating one's life to the military. In some instances, students saw the military dedication as even higher, more like a *calling*. For instance, one student commented, "They have a higher calling than civilian nurses because they are serving our soldiers...I would describe them [as] very dedicated to a higher calling.... they choose to serve our military...that's a higher calling to me." That students respect this "higher calling" is evident from this statement "I think that helping our troops and helping our country is one the best things that you can do"; and this one, "They're laying down their lives for their country...they'll be...wherever they need to be...doing whatever they have to do." Lastly, this higher calling is, indeed, a "noble" one, "I see serving my country as noble, and...if you were to die...that's a noble way to die, serving your country and providing for my family." From these statements it appears that the students recognize that these military nurses take their professional nursing and military responsibilities very seriously, and they clearly respect them for that. This is important because clinical instructors are challenged to transfer theory into practice (Neuman, Pardue, & Grady, 2009; Tang et al, 2005). As such, they play an important role in developing a sense of civic and social responsibility among students (Boyer, 1990). The respect for the ANC officers' higher calling may, to an extent, have mitigated students' initial fears and intimidation, likely creating an opportunity for them to engage in active learning.

Understanding the Military Uniform

Initially, the presence of the military uniform in the classroom was unanticipated and startling for many students. Helterbran (2008) posited that physical appearance may inhibit mutual respect and admiration that needs to exist between a student and an instructor for learning to occur. Although a few students communicated that they respected the uniform, most disclosed that it set a disciplined and often, intimidating tone in the classroom. One student communicated that it affected her approach to arriving in class. "I respect the uniform. I understood that...they start on time, I'm going to be there on time, so I was there early." The issue of the uniforms

being intimidating seems indicative of this student's response, "I thought I better not mess around" as the uniform presented an attitude or persona that the ANC may or may not have truly possessed. Thus, in some cases, the uniform set the personality of the individual rather than the individual representing his or her own personality. Another student confirmed this thinking with "I almost feel that the uniform is not made to make you appear open, friendly...it is designed to make you appear serious and disciplined." One student voiced what he believed to be the consensus of his peers regarding the wearing of the military uniforms in class, "I think it [the uniform]...creates uncertainty. They [students] think that maybe they're going to get yelled at like it's their drill instructor."

Given the students' specific perceptions of the nurses wearing uniforms in the classroom as well as their general impression of military life indicate students were uncomfortable with having military officers as their educators. There was a level of uncertainty; the students did not understand what to expect from these uniformed military faculty. Having only their own personal experiences as a reference, the students' perceptions were created to fit their reality of the ANC officers. These perceptions could have affected their educational experience. That students may have preconceived notions of their teachers based upon their own fragmented and limited experiences is something that educators need to be aware of and take into account. Helterbran (2008) posited that it is important for educators to "see themselves through the eyes of their students" to continually improve and strengthen their educational practice. Knowing these preconceived ideas of the students regarding military and military personnel may have assisted the ANC officers in being better prepared for their tenure at the School of Nursing. All too often, educators criticize student perceptions, but frequently without noting that students may not be the best arbiters of teaching quality (Helterbran 2008; Ironside, 2005).

Performing as Competent Instructors

Despite student preconceptions and misconceptions about the military nurses, as the semester progressed and the students had an opportunity to engage, interact, and associate with ANC officers, their perceptions of the military changed. Many of their preconceived ideas and stereotypes were replaced with experience-generated impressions of these officers as something more than dedicated military personnel. They came to see them as highly functional, competent individuals. The students came to recognize the value the officers' value and their contributions to the students' learning environment and to their self-development.

The students eventually recognized that the ANC officers were highly trained individuals who possessed the professional competence, interpersonal skills, personality characteristics, and teaching ability to perform as effective clinical instructors are expected (Tang et al., 2005). One student summed up the results of his experience with a military nurse with this one word comment, "Invaluable!" Another expressed her experience with the military nurses' by stating, "They embraced the students and worked with us." A third student clearly articulated his thoughts and experiences with military nursing faculty this way:

"[They were] very caring, understanding, willing to teach, willing to help you succeed...They just don't throw you into it. They walked you through it. They taught you how to walk, then how to run...I was able to learn so much...I would just go to him [the ANC instructor] and say, okay, I'm having problems, can you show me what to do, and he would come in and...show me how to do it...I will take a lot of what I learned from him into the future and will remember what did he did."

The expected discipline and structure students' earlier feared, turned into a strength that this student came to recognize and appreciate. About these disciplined ANC faculty, one student states, "They are very...clear in what they expect...if you had a problem they had a plan to help you meet...expectations...If you...fell behind, they...got you back on track.... I liked the clarity and...specificity.... They were...helpful and flexible. I really liked that."

The military nurses "can-do" and "take-charge" attitude seemed to impress students once they were able to watch and experience them in action. "They always stepped up to the plate...and took charge...they weren't waiting for the clinical unit or the nurses on the floor to tell them what to do," was one student's awed response. It is clear that once the students engaged and familiarized themselves with the military nurses, they recognized them as individuals and professional nurses with advanced skill sets. Over time, the students' advanced their knowledge of the role and behavior of a professional nurse. This perspective was summed up in this student's statement about professionalism, "It was a...bonus... You get [some] faculty that come in here and stop practicing nursing and...lose that patient care aspect. But, these...people...are actively practicing...could get deployed tomorrow, and...would still be practicing, seeing patients.... It brings an added element of professionalism."

The Person Behind the Uniform

Levine (2009) believed that a student's worldview expands exponentially as they engage in the true-life experiences of others. Thus, it is no surprise that in addition to increasingly recognizing the professionalism of the ANC officers, the students also began to see the personal commitment that the ANC officers had not only to their military appointments, but to their personal and professional lives. By having the opportunity to be exposed to nurses with a different background, these students were able to enhance their skills, and broaden their perceptions in both the personal and professional realms (Dattilo, Brewer, & Streit, 2009; Levine, 2009). Their exposure to the ANC instructors allowed them to learn by way of living through the experiences of those who taught them, as noted in this student comment: "You...live vicariously through...the things that they're telling you about being overseas...you kind of get to go there with them when they're telling the story as a nurse and it just makes you want to be there."

These vicarious learning experiences may have exposed some students to thinking about their work in ways they had not previously considered. For example, many students seemed to chafe at what they considered to be a lack of choices and demanded commitment when choosing a military career. What they had not considered was giving voluntarily, out of loyalty. This sentiment was reflected by a student who said, "They are loyal to the military. They're loyal to the School of Nursing, to the country, to their profession. They have a lot of integrity,...a sense of duty or responsibility." Another student simply stated, "I was able to understand their dedication of the Army from them."

Lastly, in the time that the students spent with the ANC officers, they came to recognize them as the human beings they were. Taylor (1992) explored this *humanizing* notion in nursing. She posited that often nurses are dehumanized, seen by students only as agents of patient care or knowledge delivery. They are too often described only in terms of their role or function, thus stripped of the other facets of their lives that make them human. Taylor does not believe that it has to be that way. Rather, she believes it is important for nurses not only to be knowledgeable

and skillful, but they also must be all the more therapeutic and in touch with their and their patients' environment.

The ANC nurses appeared to have been fairly successful with the humanization process. In one student's experience, "the only difference [between them and any other nurse] is they wear uniforms." Another student described it as "They are people, too. They are people first...[though] you do not get to see that 'people side' of them in the military. If you ask them a question, they open up.... Here, they were human...we established a relationship...with them." The nurses' humanization and the shift in the students' perceptions of them over time is nicely crystallized in this student's statement: "I created this image in my mind...the typical Army person that you think of...is ordering people around. But, I got to learn about them...a[s] human, which sort of changed it from that military mold." This student says it outright, "It has humanized my perception.... You...have this kind of rigid... posture... expectation. And...although it is there...they're people, easy to talk to, easy to get along with...they're just more human.... They are just people like us...there's a civilian side."

Aim #3 – to identify factors that influenced an undergraduate nursing student's career decision-making process.

The Career Decision Making Instrument consisted of three sections. The nursing career decision making section of the questionnaire has 34 items and reflects the level of concern a student has about decision making as it relates to a general nursing career. The military nursing career section has 34 items that reflect student perceptions about what a military nursing career would involve. The final section contains 10 items and reflect student perceptions about family and life style issues in the military.

Reliability and Validity of the Nursing Career Decision Making Inventory

Table 1. Reliability - Nursing Career Decision Making

Factor	Number of Items	Scale Mean (SD)	Sample Size	Alpha
Salary	2	7.67 (1.61)	251	.787
Education	3	11.57(2.75)	246	.882
Job Stability	7	26.48(5.27)	247	.881
Professional Role	6	21.13(4.67)	246	.870
Sacrifice	3	10.55(2.49)	246	.780
Workload	7	17.75(5.50)	248	.871
Job Enjoyment	6	24.00(4.88)	245	.867

Table 2. Reliability - Military Nursing Career Decision Making

Factor	Number of Items	Scale Mean (SD)	Sample Size	Alpha
Salary and Career	8	33.28(4.41)	248	.856
Job Stress	4	13.97(2.89)	238	.643
Professional Role Satisfaction	5	18.86(3.38)	247	.873
Job Satisfaction	5	15.44(3.81)	245	.810
Workload Stress	7	16.09(3.89)	244	.723
Sacrifice	5	20.08(2.81)	245	.672

Table 3. Reliability - Perceptions of Military Nursing

Factors	Number of Items	Scale Mean (SD)	Sample Size	Alpha
Family	6	21.24(4.67)	245	.801
Life Style	4	10.16(3.40)	247	.767

The reliability was estimated with Cronbach's alpha. The results are consistent with the previous work of Ross (2003) and Jacobs (2005). On the military nursing career decision making inventory (table 2) job stress and sacrifice fell slightly below the .70 cut-off recommended by Nunnally and Bernstein (1994), but since this is a new instrument these values are acceptable.

Factor Analysis

Principal component factor analysis was conducted using a varimax rotation with Kaiser normalization. Factor analysis was conducted with each of the scales used in the Career Decision Making survey (i.e., concerns about a nursing career; student perceptions about a military nursing career; and students' perceptions about military nursing). Factor loadings that were less than .40 were excluded which is a typical approach (Field, 2010). Tables 4, 5 and 6 represent the results from the analysis. The results indicate that more in-depth analysis needs to be conducted with this instrument. While this is not a picture perfect factor analysis for each of the scales, it is fairly close to the work of Ross and Jacobs. There were some factors that did not load under the expected construct, but the items were assigned under the construct that represented a theoretically sound match. These decisions were made by the research team and were based on literature and researcher's expertise.

Table 5 depicts the factor analysis for the student expectations of military nursing. This factor analysis yielded nine factors whereas both Ross and Jacobs identified only six factors for the scale. There were very few items under factors 7, 8 and 9 and in conducting an analysis of the factors those items that loaded under these three factors could theoretically be placed with other factors based on the original measurement models.

In table 6 the first 10 factors were loading under multiple constructs, however these were not used in the analysis. The next 10 constructs represented perceptions of military nursing related to family (6) and to lifestyle (4). However, the items all loaded on one construct, which is understandable because the items are related to military life. For the analysis, these were

separated into two original two constructs of family and lifestyle because theoretically, the first six items are about the military family and the last four are related to military life.

For questions, 1 and 2, there was not enough variability in the exposure to the Army faculty variable to break it down into three groups (high, med and low). While Army faculty were teaching classes in the curriculum many of the students reported only having the Army faculty member as a guest lecturer or a clinical instructor. In addition, several courses are team taught so the students were not crediting the Army faculty for the entire course and therefore responded based on the number of sessions. As a result, t-tests were conducted to determine differences in the characteristics based on whether the student was exposed or not to Army faculty. In addition, descriptive analysis was conducted and is presented below with the questions.

Question #1 – Is there a difference in students' perceptions of professional characteristics (e.g., salary and career opportunities, professional roles, job satisfaction, sacrifices, job stress and workload) regarding a military nursing career based upon their level of exposure to ANC officers during the course of their baccalaureate nursing education?

Question #2 – Is there a difference in the students' perceptions of personal characteristics (e.g., family and life style) about military nursing based on their level of exposure (high, med, or low) to ANC officers?

Answers to both questions are provided in Tables 7-11. The tables provide a summary of the statistical analysis conducted to determine if any differences existed in students exposed to the ANC officers and students who were not exposed to ANC officers. A summary of the findings will be reported under each of the tables. The highlighted values are the significant findings.

Table 4. Factor Loadings for Concerns About a Nursing Career Scale

Rotated Component Matrix ^a						
	Component					
	1	2	3	4	5	6
Good salary	.068	.200	.573	.157	.417	-.053
Good employment benefits	.316	.264	.606	.063	.403	-.006
Continuing educational opportunities	.171	.082	.773	.248	.094	.219
Graduate educational opportunities	.159	.080	.790	.267	.103	.158
Career advancement	.238	.051	.692	.180	.351	.304
Job market demand	.182	.091	.278	.159	.724	.173
Job security	.324	.090	.277	.267	.696	.231
Liability	-.215	-.260	-.307	-.512	-.417	-.035
Job stability	.400	.188	.215	.216	.670	.211
Autonomy	.348	.264	.419	.369	.259	.115
Problems created by nursing shortage	.446	.364	.173	.329	.219	-.117
Long term flexibility	.537	.294	.306	.006	.279	.247
Social status as a member of the healthcare profession	.095	.141	.356	.649	.162	.070
Positive interactions with physicians	.329	.179	.148	.686	.142	.130
Effective patient interactions	.730	.079	.200	.294	.155	.247
Good co-worker relationships	.568	.119	.143	.549	.072	.236
Positive interdisciplinary interactions	.612	.139	.129	.540	.068	.246
Lack of respect given to nurses	.143	.328	.219	.652	.114	.149
Total patient care	.693	.177	.140	.297	.250	.150
Stress of coping with patient death and life tragedy	.458	.434	.045	.317	.290	-.282
Opportunity to care for patients with different diagnosis	.720	.158	.156	.102	.190	-.009
Excessive workloads	-.281	-.686	-.295	-.067	.085	-.089
Long working hours	-.276	-.754	-.197	-.104	-.057	-.145
Commitment to a contract	-.183	-.577	-.325	-.150	.098	-.274
Mandatory overtime	-.084	-.697	.052	-.190	-.133	-.255
Lack of choices	.018	-.437	-.125	-.375	-.183	-.504
Job stress	-.137	-.750	.012	-.236	-.182	-.139
Exposure to high risk situations	-.027	-.764	-.073	-.142	-.200	-.040
Enjoying working	.585	.180	.304	.078	-.003	.525
Happiness	.456	.197	.291	.151	.103	.588
Choice of work area / unit	.218	.226	.153	.254	.159	.614
Many available work scheduling options	.240	.336	.135	.063	.344	.563
Helping those in need	.657	.204	.086	.061	.218	.351
Plenty of time for family	.319	.450	.108	-.044	.335	.387

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 13 iterations.

Table 5. Factor Analysis - Student perceptions about a military nursing career

Rotated Component Matrix ^a									
	Component								
	1	2	3	4	5	6	7	8	9
Good salary	-.080	.350	.174	.002	.321	.086	.020	.030	.569
Good employment benefits	.094	.038	.527	-.220	.209	.008	.011	-.059	.504
Continuing educational opportunities	.231	.101	.837	-.003	.159	.018	.040	-.020	.104
Graduate educational opportunities	.169	.150	.890	.016	.137	-.015	.062	.020	.025
Career advancement	.177	.154	.784	.020	.167	.133	.081	.156	.068
Job market demand	.226	.142	.355	-.080	.510	.084	-.155	.279	.100
Job security	.178	-.004	.299	-.209	.776	.093	.075	-.010	.068
Job stability	.120	-.006	.187	-.174	.780	-.006	.207	.025	.061
Liability	-.201	-.148	-.233	.027	-.328	.074	-.385	-.391	.047
Autonomy	.272	.414	.192	.144	.194	.159	.217	.329	.142
Problems created by nursing shortage	.198	.199	.094	.039	.195	.165	-.185	.635	-.049
Long term flexibility	.381	.600	.122	.161	.086	.073	-.104	.082	.018
Social status as a member of the healthcare profession	.632	.203	.106	-.029	.164	.079	-.079	.192	.221
Positive interactions with physicians	.785	.227	.092	-.008	-.050	-.028	.039	.200	.155
Effective patient interactions	.707	.126	.206	-.091	.196	.093	.149	.004	-.172
Good co-worker relationships	.777	.182	.193	-.025	.085	.011	.135	-.019	-.075
Positive interdisciplinary interactions	.805	.177	.240	-.012	.096	.039	.104	-.002	.007
Enjoying work	.557	.453	.076	-.062	.058	-.046	.203	-.147	.261
Happiness	.434	.557	.076	-.089	.093	-.025	.098	-.088	.280
Choice of work area / unit	.184	.775	.152	-.051	-.023	.095	.043	-.034	-.132
Many available work scheduling options	.188	.804	.172	.113	-.001	.026	.101	.065	-.023
Plenty of time for family	.269	.626	-.014	.138	.062	-.284	.033	.055	.169
Lack of respect given to nurses (reversed)	.307	-.245	.103	.309	-.222	.058	-.057	-.013	.513
Excessive workloads (reversed)	-.059	.039	.047	.750	-.042	-.063	-.233	-.119	.003
Long working hours (reversed)	-.054	.060	-.081	.860	-.149	-.092	-.068	.001	-.016
Commitment to a contract (reversed)	-.110	.390	-.128	.499	-.180	-.094	-.098	.021	-.280
Mandatory overtime (reversed)	-.032	.051	.047	.718	-.158	-.291	.150	-.010	.096
Lack of choices (reversed)	.077	.212	.045	.333	.141	.127	-.126	-.662	-.013
Job stress (reversed)	.166	-.029	-.057	.553	.052	-.565	-.187	-.158	.127
Total patient care	.497	.167	-.089	.001	.376	.260	.252	.046	.006
Stress of coping with patient death and life tragedy	.107	.016	-.014	-.199	.101	.184	.691	-.005	-.137
Opportunity to care for patients with different diagnosis	.204	.109	.131	-.058	.079	.136	.720	-.030	.155
Exposure to high risk situations	.000	-.028	.113	-.354	-.078	.688	.244	.064	.168
Helping those in need	.283	.008	.028	-.170	.246	.748	.104	-.069	.034

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 14 iterations.

Table 6. Factor Analysis – Student perceptions about military nursing

Component Matrix^a

	Component				
	1	2	3	4	5
I like military uniforms	.326	.276	.785	.129	-.125
You may leave the military anytime after first commitment per.	.345	.314	.167	-.222	.401
I would like to wear a military uniform	.308	.249	.781	.150	-.141
Military nursing requires rigorous basic training (reversed)	.378	-.448	.330	-.376	.389
The physical training for military nurses is difficult (reversed)	.463	-.481	.198	-.414	.274
Military nurses can have a good marriage	.541	.260	-.103	-.130	.042
Most military nurses do not deploy	.162	.067	-.174	.587	.490
Military nursing offers excellent opport. for educational advan	.357	.428	-.226	-.298	.192
A career in military nursing would be very dangerous (reversed)	.631	-.251	.092	.176	-.013
Military nursing contracts provide adequate flexibility	.489	.236	-.040	.390	.299
The military is very supportive of family life	.673	.362	-.101	-.002	.013
Military nurses can have children	.540	.344	-.270	-.105	.125
Military nursing is not for single parents (reversed)	.406	-.213	-.193	-.031	-.255
Family life does not fit well in the military (reversed)	.755	.097	-.043	-.162	-.130
The military does not care about family (reversed)	.647	.109	-.155	-.225	-.247
The military is not family oriented (reversed)	.756	.108	-.184	-.020	-.298
Military nurses sign their lives away (reversed)	.724	-.149	.039	.159	-.093
Military life requires constant moves (reversed)	.521	-.471	-.128	.232	-.037
Military ser. involve years not being able to leave at discretion (reversed)	.717	-.370	-.066	.185	.116
Military nursing being ordered do something not want to do (reversed)	.606	-.155	.008	.144	-.203

Extraction Method: Principal Component Analysis.

a. 5 components extracted.

Table 7. Exposure to Military Nurses in a Classroom

Did students have exposure to military nurses in the classroom (yes/no)?

	yes (n=151)	no (n=100)	t	p
Nursing Career Decision Making				
salary	7.7 (1.6)	7.6 (1.7)	-.345	.731
education	11.8 (2.7)	11.3 (2.9)	-1.412	.159
job stability	26.1 (5.4)	27.1 (5.0)	1.414	.159
professional role	21.1 (4.6)	21.1 (4.8)	.011	.991
sacrifice	10.4 (2.5)	10.8 (2.5)	1.437	.152
workload	18.1 (5.6)	17.2 (5.4)	-1.314	.190
job enjoyment	23.8 (4.9)	24.3 (4.8)	.696	.487
Military Nursing Career				
salary and career	33.3 (4.3)	33.3 (4.6)	-.011	.991
job stress	13.9 (2.8)	14.1 (3.0)	.429	.668
professional role satisfaction	18.9 (3.4)	18.7 (3.3)	-.448	.654
job satisfaction	15.4 (3.7)	15.5 (4.0)	.335	.738
workload stress	16.3 (3.7)	15.8 (4.2)	-.873	.383
sacrifice	19.9 (2.7)	20.3 (3.0)	.987	.325
Perceptions of Military Nursing				
family	21.3 (4.7)	21.2 (4.6)	-.182	.856
life style	10.5 (3.3)	9.6 (3.5)	-2.030	.043

Note: alpha is set at .05.

In the classroom the only significant finding was related to military life style. Those students exposed to ANC faculty in the classroom reported a higher mean life style score (10.5) as compared to students who did not report exposure to ANC faculty in the classroom (9.6). The items on the life style scale reflected specific life style issues of military nurses (i.e., signing a contract, constant moves, not being able to relocate at your discretion, and being given orders). This finding is not surprising considering the fact the military nurses started the first class of a semester by identifying their role as a military nurse, explained their uniforms and provided a description of life in the military.

Table 8. Exposure to Military Nurses in Clinical Courses

Did the student have exposure to military nurses in a clinical course(s) (yes/no)?

	yes (n=104)	no (n=147)	t	p
Nursing Career Decision Making				
salary	7.5 (1.8)	7.8 (1.5)	1.616	.108
education	11.3 (2.7)	11.8 (2.7)	1.299	.195
job stability	25.9 (5.7)	26.9 (4.9)	1.378	.170
professional role	21.2 (4.8)	21.1 (4.6)	-.277	.782
sacrifice	10.5 (2.6)	10.6 (2.4)	.107	.915
workload	18.5 (5.8)	17.3 (5.3)	-1.698	.091
job enjoyment	23.8 (5.4)	24.2 (4.5)	.662	.509
Military Nursing Career				
salary and career	33.5 (4.5)	33.1 (4.4)	-.757	.450
job stress	14.1 (2.8)	13.9 (3.0)	-.569	.570
professional role satisfaction	19.7 (3.2)	18.3 (3.4)	-3.196	.002
job satisfaction	15.8 (3.5)	15.2 (4.0)	-1.111	.268
workload stress	16.4 (3.8)	15.9 (3.9)	-1.142	.254
sacrifice	20.2 (2.7)	20.0 (2.9)	-.483	.629
Perceptions of Military Nursing				
family	21.5 (4.9)	21.1 (4.5)	-.626	.532
life style	10.6 (3.4)	9.9 (3.4)	-1.618	.107

Note: alpha is set at .05.

There was one significant finding for students exposed to ANC nurses in the clinical setting. The result indicates that those students who were exposed to ANC nurses in the clinical setting reported a higher mean professional role satisfaction score (19.7) as compared to students who were not exposed (18.3). In some instances, the students exposed to ANC faculty in clinical settings were taken to military bases for their clinical and provided with tours and discussions of military life and the multiple roles of a military nurse. The perception of the professional role satisfaction was influenced by these experiences.

Table 9. Interaction with Military Nurses (outside the classroom or clinical setting)
Did students interact with military nurses outside the classroom or clinical setting (yes/no)?

	yes (n=78)	no (n=173)	t	p
Nursing Career Decision Making				
salary	7.4 (1.5)	7.8 (1.6)	1.996	.047
education	11.3 (2.7)	11.7 (2.8)	.915	.361
job stability	25.5 (5.4)	26.9 (5.2)	1.987	.048
professional role	20.7 (4.9)	21.3 (4.6)	.933	.352
sacrifice	10.3 (2.5)	10.7 (2.5)	1.204	.231
workload	18.7 (5.3)	17.3 (5.6)	-1.753	.081
job enjoyment	23.7 (5.1)	24.1 (4.8)	.619	.536
Military Nursing Career				
salary and career	33.6 (4.3)	33.2 (4.5)	-.681	.497
job stress	13.9 (3.2)	14.0 (2.7)	.391	.696
professional role satisfaction	19.3 (3.8)	18.7 (3.1)	-1.410	.160
job satisfaction	15.3 (3.7)	15.5 (3.9)	.479	.633
workload stress	16.0 (4.0)	16.1 (3.9)	.259	.796
sacrifice	20.3 (2.8)	20.0 (2.8)	-.812	.418
Perceptions of Military Nursing				
family	21.3 (5.2)	21.2 (4.4)	-.162	.871
life style	10.3 (3.4)	10.1 (3.4)	-.545	.586

Note: alpha is set at .05.

Students who had interactions with military nurses in settings other than the classroom or clinical (e.g., office, email, phone, guest lecturer, meetings after class, etc.) reported a lower mean score concerning salary (7.4; 7.8) and job stability (25.5; 26.9) as compared to students who reported no interaction. These findings are also not surprising because those students who interacted with military nurses were better informed about the salary difference between a new civilian graduate and graduate nurse who enters the military (the military pay and benefits exceed the civilian community). There is also more job stability in the military as there is a contract that is signed for a fixed number of years.

Table 10. Exposure to the Military

Did students have exposure to the military prior to this experience at the SON (yes/no)?

	yes (n=20)	no (n=231)	t	p
Nursing Career Decision Making				
salary	7.4 (1.7)	7.7 (1.6)	.788	.432
education	11.5 (2.6)	11.6 (2.8)	.070	.944
job stability	25.3 (5.5)	26.6 (5.3)	1.000	.318
professional role	19.9 (5.0)	21.2 (4.6)	1.197	.232
sacrifice	10.2 (2.8)	10.6 (2.5)	.653	.514
workload	19.1 (7.3)	17.6 (5.3)	-.875	.391
job enjoyment	23.1 (6.1)	24.1 (4.8)	.908	.365
Military Nursing Career				
salary and career	35.5 (4.6)	33.1 (4.4)	-2.313	.022
job stress	13.5 (3.9)	14.0 (2.8)	.788	.431
professional role satisfaction	19.0 (5.4)	18.9 (3.2)	-.078	.938
job satisfaction	15.8 (5.5)	15.4 (3.6)	-.336	.741
workload stress	14.9 (3.1)	16.2 (3.9)	1.435	.153
sacrifice	20.4 (2.9)	20.1 (2.8)	-.548	.584
Perceptions of Military Nursing				
family	23.6 (6.3)	21.0 (4.5)	-1.791	.018
life style	11.3 (4.7)	10.1 (3.3)	-1.151	.088

Note: alpha is set at .05.

Students who reported having exposure to the military way of life had a significant different perception about salary and career and family in the military. The number of students who were exposed to the military was very small (n=20). These students were either currently serving or had previously served on active duty. The students reported a significant higher mean score for salary and career (35.5; 33.1) and for family (23.6; 21.0) as compared to those who had not served in the military. This is not surprising because these students are aware of the salary and the many benefits that a service member is provided. In addition, they also have an established view about family life in the military which for some may be positive and others may be negative.

Table 11. Exposure to Military Through Family

Did students have exposure to the military through family members (yes/no)?

	yes (n=84)	no (n=164)	t	p
Nursing Career Decision Making				
salary	7.7 (1.8)	7.7 (1.5)	-.037	.970
education	11.6 (2.6)	11.5 (2.8)	-.270	.788
job stability	26.9 (5.1)	26.2 (5.3)	-.888	.375
professional role	21.1 (4.5)	21.1 (4.8)	.106	.916
sacrifice	10.2 (2.6)	10.7 (2.4)	1.434	.153
workload	18.5 (5.6)	17.4 (5.5)	-1.417	.158
job enjoyment	24.0 (5.2)	24.0 (4.7)	.074	.941
Military Nursing Career				
salary and career	33.7 (4.5)	22.0 (4.3)	-1.176	.241
job stress	14.5 (2.7)	13.7 (3.0)	-1.873	.062
professional role satisfaction	19.6 (3.5)	18.5 (3.3)	-2.456	.015
job satisfaction	16.1 (3.1)	15.1 (4.1)	-2.006	.046
workload stress	16.4 (3.3)	16.0 (4.1)	-.694	.488
sacrifice	20.3 (3.0)	20.0 (2.7)	-.774	.440
Perceptions of Military Nursing				
family	22.1 (4.3)	20.8 (4.8)	-2.099	.037
life style	10.9 (3.1)	9.8 (3.5)	-2.460	.015

Note: alpha is set at .05.

Table 11 is depicting students' perceptions of exposure to the military through other family members. The professional role satisfaction, job satisfaction, family and life style were all significantly different between the two groups. The students who had exposure to the military reported higher mean scores for each of the concepts as compared to those who were not exposed. Obviously, this group of students who were exposed through their family are reporting perceptions of a family member being satisfied with his or her job and role as a military nurse. In addition, there were also positive feelings about family and military life style. These are important findings because this indicates that students have had many positive interactions with military family members. Having positive interactions with family life in the military may result in these individuals more seriously exploring a military career.

Descriptive findings

Table 13. Military Recruiters and Military Career (n=251)

	n (%)
Perception of military recruiters	
Very untrustworthy	15(6.1)
Mostly untrustworthy	44(17.9)
Somewhat trustworthy	106(43.1)
Mostly trustworthy	64(26.0)
Very trustworthy	17(6.9)
Missing	5(2.0)
Perception of the accuracy of information provided by recruiters	
Completely inaccurate	4(1.6)
Mostly inaccurate	52(21.1)
Accurate	125(50.8)
Mostly accurate	54(21.9)
Completely accurate	12(4.8)
Missing	5(2.0)
How likely are you to choose a career in military nursing	
Highly unlikely	126(51.2)
Somewhat unlikely	56(22.8)
Somewhat likely	41(16.7)
Likely	11(4.5)
Highly likely	12(4.9)
Missing	5(2.0)

Table 14. Top 5 Individuals Who Mentioned Positive Influences

Positive Influences	n
Friend(s)	109
Nursing Faculty	108
Media	51
Father	50
Grandparent(s)	42

Table 15. Top 5 Individuals Who Mentioned Negative Influences

Negative Influences	n
Media	97
Friend(s)	69
Recruiter	36
Father	29
Mother	27

Tables 13, 14 and 15 provide a summary of the students' perceptions about recruiters, a military career and influential individuals in their decision making. The majority of the students perceived the recruiters to be trustworthy (n=181(74%)) and provide accurate information (n=191(78%)). However, the majority of the students are not likely to pursue a career in military nursing (n=182 (74%)), whereas (n=64 (26%)) were somewhat likely, likely or highly likely to pursue a career in military nursing. Friends and Nursing faculty were the prime positive influence on this group of students in regards to a military nursing career. The nursing faculty is not a surprise because there are six Army Nurse faculty in uniform at the university and there are several retired military nurse faculty employed at the University. Interestingly the media is also a positive influence for some students, but it is the number one negative influence as well.

Relationship of current findings to previous findings:

This study was a pilot study of a new program that was instituted by the Army Nurse Corps. There were not any previous findings to make a comparison. However, there have been several studies conducted concerning partnerships between hospitals and academic institutions (Brown, White, & Leibbrandt, 2006; Hoebeke, McCullough, Cagle, & St. Clair, 2009; Murray, Crain, Meyer, McDonough, & Schweiss, 2010). These partnerships have been very successful and are very similar to the ANC and UMD partnership.

Effect of problems or obstacles on the results:

There was a major delay in the execution of this grant due to procurement and human resources issues within the University. The University system requires sole sources to be written for all consultants who will receive more than \$5000.00 during the life of the grant. The required paperwork was submitted in a timely manner by the PI and the School of Nursing, but the procurement office for the University did not respond to the requests for a 30-day period. When they did respond they indicated that paperwork was missing and needed to be submitted before approval could be granted for the consultants. The paperwork was sent with the initial request and the PI resubmitted the paperwork the day it was asked for by procurement. Several weeks went by without any resolution as to how one consultant would be paid. During this time interviews were on hold and no work could be performed by the consultant hired to conduct qualitative interviews. Approval was finally obtained. This delay resulted in students entering into final exams and they were unable to be available for interviews. The delays resulted in a loss of potential participants in the study.

Once the interviews were completed and had to be transcribed there was another delay because the same procurement process had to be completed for the transcriptionist. While, the PI provided the procurement office with a name of a transcriptionist the state requires that the position be posted and go out for bids. The PI completed a sole source justification, but the state still posted the position. This also caused delays in the study. These issues delayed the results of the study.

While these issues were frustrating and did cause delays and a loss of subjects, the University did bring these issues to a much higher level for discussion and resolution. As a result of these delays, the School of Nursing presented a much improved approach to the University system for approval.

Limitations:

The study may lack generalizability due to the small number of ANC faculty (n=6) and the single setting. Although it is impossible to predict whether the findings would apply to students interacting with military faculty at other locations, this represents the first foray into a military-civilian partnership of this sort.

The questionnaires given to the students are all based on self report and thus can lead to problems of recall, denial and deception. This did not permit the researcher to determine the validity of the subject's responses. In addition, the voluntary nature of the participation can lead to response bias because there was no control over who did or did not complete the questionnaire. Lastly, given that the study was conducted at the university where the students were actively enrolled, bias may exist in terms of what the student reported to the interviewer.

The requirement by the IRB that the interviewer not be a faculty member at UMDSON and that this person not be military resulted in a major limitation. The person conducting the qualitative interviews with the faculty and students became interested in the military way of life and drifted off the point during the interviews, which resulted in some inconsistencies across interviews. There were several places in the interviews where information was not analyzed because it was not pertinent to the topic under investigation, but rather a learning experience for the interviewer. In future studies, it is highly recommended that exceptions be made so that appropriate interviewers can be obtained.

A final limitation was that there were no interviews of UMD faculty conducted. The thought to interview faculty did not occur until data analysis was started. It would have been nice to be able to compare the Army Nurses perceptions of the UMD faculty with the UMD faculty perceptions of the Army Nurses in the school. Some rich insights could have gained into the thought processes and opinions that some of the faculty had about this partnership.

Conclusion:

The Professional Nurse Education Program was a success for both the ANC and the University of Maryland. The partnership benefited both organizations. This pilot program not only changed faculty views about the military, but more importantly, it has exposed the faculty and students to a new culture and a new way of thinking. The ANC officers are leaving with a tool kit full of educational strategies that can be used to improve the education provided to Army personnel.

The ANC officers all described this experience in a very positive way and they enjoyed teaching both undergraduate and graduate students. The ANC officers made a conscientious effort to immerse themselves into the system at the SON, recognizing that they were "outsiders" from another culture. This introduced change into the system by creating a partnership that involved people from an organization very different from an academic setting. The ANC officers were quickly accepted and regarded as valuable members of the team at the SON. In evaluating this partnership, it is evident that the ANC nurses were true leaders in terms of how each of them worked together to provide leadership for the organization so the organization may achieve its goals.

The students were very impressed with the ANC officers and felt that they provided them with an educational experience that they would not have had at another school. The students were apprehensive at first and had some preconceived notions regarding the military, after engaging with the ANC officers, any negative beliefs gave way to positive learning experiences for the

students. Based on the quantitative survey results, the students do have concerns about several issues in the civilian community as well as in the military. They are particularly concerned about salary and job stability when entering into the civilian market. One of the major concerns in a military nursing career is professional role satisfaction and life style changes they may encounter. This was supported in the qualitative interviews because one of the students' biggest concerns was the threat of going to war. There were also several influential people in the students' lives that had both positive and negative comments about the military way of life. Overall, this experience for the students was very positive and the ANC faculty did an exceptional job engaging with and educating the students.

Significance of Study or Project Results to Military Nursing

The United States Army Nurse Corps and the UMBSON have formed a strategic partnership to address the faculty shortage but also to help the Army recruit and retain nurses on active duty. Under the direction of Major General Pollock, the Army initiated the Professional Nurse Education Program which assigned six Army Nurse Corps officers to serve as faculty at the UMBSON for a two year period. The Army officers worked side-by-side with faculty to learn new teaching techniques, plan curriculum, and teach students. They were also able to advance their scholarship through attendance at conferences, research presentations, and discussions of future research collaborations. For the Army, the partnership has enhanced the ANC officers' educational skills, which may result in improvements in educational strategies.

The ANC officers were required to wear their military uniform while stationed at the UMBSON. Interacting with students while in uniform and representing the SON and the Army, appears to have had a very positive effect on the students and may have resulted in some students considering a career in the Army. This successful partnership has the potential to result in an outstanding opportunity for collaborative research opportunities related to wartime and peacetime missions between the Army and the UMBSON. The UMBSON has a long history of training military nurses having graduated more than 1000 military nurses over many decades. This history provided a strong foundation on which a new and mutually beneficial partnership was established.

The findings from this study will allow Army recruiters to capitalize on factors that are critical to nursing students when making a career decision to join the ANC. Military hospitals have to develop innovative ways to recruit nurses because of the increased care needs of personnel returning from Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF). This partnership is one such approach that is an innovative method to expose civilian facilities to military nurses and the ANC faculty also provided students with experiences on military bases. The experiences that the ANC faculty provided to the students is something that has never been offered before to nursing students. The students had many stereotypes about the military, but these were ameliorated because of the experiences and discussions the ANC faculty provided. This partnership was unique and will have a lasting impression on the faculty and students at the SON.

Changes in Clinical Practice, Leadership, Management, Education, Policy, and/or Military Doctrine that Resulted from Study or Project

This pilot study was conducted to determine the experiences of Army nurses as faculty in an academic institution. The findings from this study indicated that the partnership between the ANC and UMDSON was a success. The ANC officers benefited from the experience by expanding their knowledge of educational strategies and competencies. The knowledge and experience gained by the ANC officers can be used to enhance educational opportunities in the military. This partnership has also provided the ANC with the opportunity to expand research initiatives with UMD faculty. In addition, this study revealed previously unknown ideas about the reality of students' perceptions and experiences of being taught by the ANC faculty. These ideas could be used to benefit similar partnerships that might form in the future at other institutions. The knowledge gained from this pilot project can be used to guide practices and policies of future military-civilian partnerships. With the current economy and its impact on healthcare, there is a need to expand the number of partnerships between hospitals and academic institutions because it can benefit both groups. One of the most significant advantages for the ANC is being able to introduce a new culture to civilian facilities and specifically to students who may then pursue a military career.

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Summary of Dissemination		
Type of Dissemination	Citation	Date and Source of Approval for Public Release
Publications		
Publications in Press		
Published Abstracts		
Podium Presentations	“A Successful Partnership Between Organizations” 2010 – The 46 th Annual MBAA International Conference, Chicago, ILL	
Poster Presentations	“Traveling Between Two Cultures: Army Nurses Experiences at the University of Maryland” (2009) – AMSUS, St. Louis, MO.	
Media Reports		

Other – Publications in Review	<p>A strategic partnership: Army Nurses' experiences as faculty at the University of Maryland Baltimore. (in review). Journal of Professional Nursing.</p> <p>Students' experiences with Army Nurses as faculty at the University of Maryland Baltimore. (in review). Journal of Nursing Education.</p>	
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Reportable Outcomes	
Reportable Outcome	Detailed Description
Applied for Patent	None
Issued a Patent	None
Developed a cell line	None
Developed a tissue or serum repository	None
Developed a data registry	None

Recruitment and Retention Tables

Recruitment and Retention Aspect (ANC Faculty)	Number
Subjects Projected in Grant Application	6
Subjects Available	6
Subjects Contacted or Reached by Approved Recruitment Method	6
Subjects Screened	6
Subjects Ineligible	0
Subjects Refused	0
Human Subjects Consented	6
Subjects Who Withdrew	0
Subjects Who Completed Study	6
Subjects With Complete Data	6
Subjects with Incomplete Data	0

Recruitment and Retention Aspect (Student Questionnaire)	Number
Subjects Projected in Grant Application	462
Subjects Available	345
Subjects Contacted or Reached by Approved Recruitment Method	345
Subjects Screened	345
Subjects Ineligible	0
Subjects Refused	68
Human Subjects Consented	277
Subjects Who Withdrew	0
Subjects Who Completed Study	277
Subjects With Complete Data	251
Subjects with Incomplete Data	26

Recruitment and Retention Aspect (Student Interviews - Qualitative)	Number
Subjects Projected in Grant Application	18
Subjects Available	277
Subjects Contacted or Reached by Approved Recruitment Method	277
Subjects Screened	277
Subjects Ineligible	0
Subjects Refused	263
Human Subjects Consented	14
Subjects Who Withdrew	0
Subjects Who Completed Study	14
Subjects With Complete Data	14
Subjects with Incomplete Data	0

Demographic Characteristics of the Sample

Characteristic	
Age (yrs)	27.8(8.4)
Women, n (%)	208(83%)
Race	
White, n (%)	135(56%)
Black, n (%)	57(23.5%)
Hispanic or Latino, n (%)	10(4.1%)
Native Hawaiian or other Pacific Islander, n (%)	5(2.0%)
Asian, n (%)	34(14.0%)
Other, n (%)	1(0.4%)
Military Service or Civilian	
Air Force, n (%)	()
Army, n (%)	()
Marine, n (%)	()
Navy, n (%)	()
Civilian, n (%)	241(96%)
Service Component	
Active Duty, n (%)	8(3.2%)
Reserve, n (%)	2(0.8%)
National Guard, n (%)	()
Retired Military, n (%)	1(0.4%)
Prior Military but not Retired n (%)	8(3.2%)
Military Dependent, n (%)	(0)
Civilian, n (%)	(0)

Final Budget Report